

# **VIRGINIA DEPARTMENT OF SOCIAL SERVICES**

---

## **REQUEST FOR APPLICATIONS (RFA):**

### **EMPLOYMENT ADVANCEMENT FOR TANF PARTICIPANTS<sup>1</sup>**

**FY 05-06 FUNDING  
(18 Months)**

**SUB-GRANT NUMBER GBEN-05-02**

#### **Information Document for Application Guidance and Requirements**

### **VI. APPENDICES**

	Page
Appendix A: Directions for Information Sessions	27
Appendix B: Policy on Waiver of TANF Program Regulations	28
Appendix C: Statistical Data on TANF Population, Statewide and by Locality	29
Appendix D: Definitions of Services	39
Appendix E: Background on Some “Best Practices” and Models	46
Appendix F: Department of Rehabilitative Services’ Vendor List	57
Appendix G: TANF Requirements	58

---

<sup>1</sup> TANF -- Temporary Assistance for Needy Families

**APPENDIX A:**  
**DIRECTIONS FOR INFORMATION SESSIONS**

---

**ROANOKE SESSION**

LOCATION: The Roanoke Higher Education Center, Roanoke City

DIRECTIONS;

108 North Jefferson Street, Room # 212  
Roanoke, VA

The Roanoke Higher Education Center is located beside the Hotel Roanoke. The general information number is 540.767.6161.

From 581, head south and take exit #5. Turn right onto Wells Avenue. Proceed past the Hotel Roanoke and cross Jefferson Street. Take the next left onto Jordan Alley to Parking Lot 1.

From 220/581 heading north, take exit # 4E, and immediately turn right onto Williamson Road. Proceed South to Wells Avenue, and turn right onto Wells Avenue. Cross Jefferson Street. Take next left into Jordan Alley into Parking Lot 1.

**There is a minimal fee of .50 per hour for parking.**

**RICHMOND SESSIONS**

LOCATION: Short Pump Shopping Center,  
11800 West Broad Street, Richmond, Virginia 23233 (actually in Henrico County)

DIRECTIONS:

From The South: Take Interstate 95 North to 64 West. Take exit 178A, Short Pump Broad Street West. Go approximately 2 miles. Center is on the right.

From The North: Take 95 South to Exit 84, 295 North. Go to Exit 53, 64 East. Take Exit 178A, Short Pump Broad Street West. Go approximately 2 miles. Center is on the right.

From The West: Take 64 East to Exit 178A, Short Pump Broad Street West. Go approximately 2 miles. Center is on the right.

From The East: Take 64 West to Exit 178A, Short Pump Broad Street West. Go approximately 2 miles. Center is on the right.

**Once you come into the mall drive behind Hecht's. You will see a blue coded parking lot. Look for Funny Bones Restaurant and the double glass doors are to the right of the restaurant marked Community Room.**

**APPENDIX B:**  
**POLICY ON WAIVER OF TANF PROGRAM REGULATIONS**

---

**22 VAC 40-295-170. Pilot projects.**

The Department of Social Services shall have the authority to implement pilot projects that may have program rules different than those contained in this regulation; provided, however, that such rules shall not result in a reduction in assistance received by applicants or recipients and may not deprive them of rights set forth in 22 VAC 40-295- 80, 22 VAC 40-295-90, 22 VAC 40-295-100, or 22 VAC 40-295-110. Such program rules shall be made available to all program participants in the area in which the pilot is implemented. Pilot projects shall be evaluated for cost effectiveness, client impact, and the achievement of outcomes that support the long-term success of TANF recipients. For purposes of applying this section, the pilot project may not include more restrictive eligibility rules than those contained in this regulation. Pilot projects may be implemented for no longer than two years.

**NOTE: If there should be a renewal of the award beyond 18 months, the waiver could not be in effect beyond a 24-month period.**

**APPENDIX C:  
STATISTICAL DATA ON THE TANF POPULATION,  
STATEWIDE AND BY LOCALITY**

---

**Table 1: Statistical Counts of the TANF Population**

This provides **point-in-time data** (June 30, 2004 or July 1, 2004) for the TANF caseload, number in the VIEW program (with cash assistance), and number in Transitional Services (post-TANF cash assistance and reported as still in VIEW).<sup>2</sup> In addition, the cases for diversionary assistance are identified for the **entire State Fiscal Year** (SFY) 2004.

It should be noted that the number reported in Transitional Status will be less than those who left TANF cash assistance within the last 24 month period, due to some special policy considerations.

**Table 2: Wages and Job Retention for VIEW Clients**

**Table 3: Number of Total TANF Cases and Number Receiving Child Care,  
December 2003**

Note: Combined localities are reported together in these tables, but the FIPS, the locality code, shown just reflects the combined group for the purposes of these data.

---

<sup>2</sup> Counts are from ADAPT CATSTAT Reports for June 2004 and ESPAS Extract COB July 1, 2004.

---

**Table 1: Statistical Counts of the TANF Population**

Com- bined FIPS	Agency	Diversion- ary Assistance	TANF Case Count	VIEW CASES (not clients)		
		Cases SFY 2004	June 30, 2004	Total Cases Enrolled	With Open TANF Case	Transitional (No Open TANF Case)
999	Statewide	2,208	33,524	12,921	10,350	2,571
001	Accomack	0	206	49	40	9
003	Albemarle	22	112	30	19	11
005	Alleghany/Covingtn	29	130	123	54	69
007	Amelia	3	51	27	21	6
009	Amherst	8	100	50	35	15
011	Appomattox	1	81	46	38	8
013	Arlington	0	316	98	71	27
015	Augusta/S'ton/W'boro	115	442	128	109	19
017	Bath	0	4	1	0	1
019	Bedford City/Cnty	36	207	69	60	9
021	Bland	0	32	10	9	1
023	Botetourt	3	37	6	2	4
025	Brunswick	7	123	62	53	9
027	Buchanan	0	283	86	70	16
029	Buckingham	26	113	67	54	13
031	Campbell	3	264	136	124	12
033	Caroline	7	115	20	15	5
035	Carroll	3	154	64	60	4
036	Charles City Co	0	29	17	11	6
037	Charlotte	0	58	17	14	3
041	Chestrfld/Col Hs	24	809	303	243	60
043	Clarke	2	20	3	3	0
045	Craig	0	5	0	0	0
047	Culpeper	13	142	75	44	31
049	Cumberland	3	56	11	10	1
051	Dickenson	0	150	61	50	11
053	Dinwiddie	1	137	40	37	3
057	Essex	0	64	33	26	7
059	Fairfax/Falls Ch	17	1,262	385	285	100
061	Fauquier	10	102	41	29	12
063	Floyd	9	31	10	7	3
065	Fluvanna	0	26	3	3	0
067	Franklin County	13	179	56	44	12
069	Frederick	33	54	19	14	5
071	Giles	0	44	21	11	10
073	Gloucester	3	80	32	25	7
075	Goochland	1	27	6	6	0
077	Grayson	0	74	36	27	9
079	Greene	11	46	22	18	4
081	Greensville/Empor	0	119	87	39	48

Com- bined FIPS	Agency	<b>Diversion- ary Assistance</b>	<b>TANF Case Count</b>	<b>VIEW CASES (not clients)</b>		
		Cases SFY 2004	June 30, 2004	Total Cases Enrolled	With Open TANF Case	Transitional (No Open TANF Case)
083	Halifax	9	275	107	88	19
085	Hanover	11	151	91	51	40
087	Henrico	31	1,174	455	344	111
089	Henry/Martinsville	80	518	210	143	67
091	Highland	0	1	0	0	0
093	Isle Of Wight	8	126	41	26	15
095	James City	2	97	69	33	36
097	King And Queen	4	16	10	3	7
099	King George	0	34	13	9	4
101	King William	1	48	11	10	1
103	Lancaster	0	44	8	6	2
105	Lee	0	325	148	119	29
107	Loudoun	18	192	124	66	58
109	Louisa	11	80	24	21	3
111	Lunenburg	12	42	5	3	2
113	Madison	1	35	11	9	2
115	Mathews	8	22	5	5	0
117	Mecklenburg	6	175	85	63	22
119	Middlesex	5	38	18	15	3
121	Montgomery	46	340	164	113	51
125	Nelson	0	29	4	2	2
127	New Kent	0	39	13	13	0
131	Northampton	0	119	48	36	12
133	Northumberland	0	43	11	7	4
135	Nottoway	3	106	55	47	8
137	Orange	5	87	28	25	3
139	Page	15	54	27	22	5
141	Patrick	22	125	82	70	12
143	Pittsylvania	11	239	75	66	9
145	Powhatan	0	28	4	4	0
147	Prince Edward	5	116	44	36	8
149	Prince George	0	74	18	15	3
153	Prince William	16	1,066	435	315	120
155	Pulaski	19	196	70	64	6
157	Rappahannock	0	5	1	1	0
159	Richmond County	0	34	7	7	0
161	Roanoke County	42	255	78	62	16
163	Rockbr/Buenv/Lex	3	86	29	21	8
165	Rockingham/Hburg	61	265	106	83	23
167	Russell	0	316	151	122	29
169	Scott	2	187	101	71	30
171	Shenandoah	78	32	0	0	0
173	Smyth	0	167	57	42	15

Com- bined FIPS	Agency	<b>Diversion- ary Assistance</b>	<b>TANF Case Count</b>	<b>VIEW CASES (not clients)</b>		
		Cases SFY 2004	June 30, 2004	Total Cases Enrolled	With Open TANF Case	Transitional (No Open TANF Case)
175	Southampton	0	105	27	19	8
177	Spotsylvania	37	204	105	81	24
179	Stafford	26	161	19	11	8
181	Surry	2	30	17	13	4
183	Sussex	0	75	49	35	14
185	Tazewell	0	419	141	121	20
187	Warren	14	96	40	29	11
191	Washington	0	174	51	37	14
193	Westmoreland	0	88	32	25	7
195	Wise	1	495	172	152	20
197	Wythe	25	133	69	50	19
199	York/Poquoson	6	83	14	11	3
510	Alexandria	38	543	201	169	32
520	Bristol	13	216	108	101	7
540	Charlottesville	46	319	194	144	50
550	Chesapeake	17	1,041	364	315	49
590	Danville	1	612	243	206	37
620	Franklin City	3	89	44	27	17
630	Fredericksburg	31	123	69	51	18
640	Galax	0	74	48	33	15
650	Hampton	135	1,306	442	365	77
670	Hopewell	43	320	164	142	22
680	Lynchburg	0	608	197	180	17
683	Manassas	5	127	38	28	10
685	Manassas Park	0	49	29	16	13
700	Newport News	278	1,639	550	475	75
710	Norfolk	209	2,418	880	804	76
720	Norton	0	47	25	17	8
730	Petersburg	0	596	189	158	31
740	Portsmouth	6	1,489	473	429	44
750	Radford	0	71	34	30	4
760	Richmond City	65	3,175	1,474	1,182	292
770	Roanoke City	106	1,157	391	330	61
800	Suffolk	33	507	206	179	27
810	Virginia Beach	96	1,152	388	312	76
830	Williamsburg	0	28	14	11	3
840	Winchester	34	70	27	24	3
999	Statewide	2,208	33,524	12,921	10,350	2,571

**Table 2: Wages and Job Retention for VIEW Clients**

LOCALITY		JUNE 2004	EMPLOYMENT STATUS For State Fiscal Year 2004	
Combined FIPS	Name	Average Wage	Average Wage	Employed After 90 Days From Start of First Job in the SFY
001	Accomack	\$6.43	\$6.32	58%
003	Albemarle	\$7.33	\$7.34	71%
005	Alleghany/Covingtn	\$6.26	\$6.28	88%
007	Amelia	\$7.19	\$6.69	83%
009	Amherst	\$6.36	\$6.57	84%
011	Appomattox	\$6.62	\$6.18	66%
013	Arlington	\$8.50	\$8.57	77%
015	Augusta/S'ton/W'boro	\$6.83	\$6.74	69%
017	Bath	N/A	\$5.98	N/A
019	Bedford City/Cnty	\$6.34	\$6.68	81%
021	Bland	\$6.65	\$6.71	71%
023	Botetourt	\$12.05	\$8.88	50%
025	Brunswick	\$5.79	\$5.73	84%
027	Buchanan	\$5.77	\$5.93	74%
029	Buckingham	\$6.92	\$6.96	77%
031	Campbell	\$6.59	\$6.37	75%
033	Caroline	\$7.27	\$7.08	52%
035	Carroll	\$6.46	\$5.96	63%
036	Charles City Co	\$8.67	\$8.67	100%
037	Charlotte	\$6.55	\$6.46	59%
041	Chestrfld/Col Hts	\$7.26	\$7.27	79%
043	Clarke	N/A	\$7.14	50%
045	Craig	N/A	N/A	N/A
047	Culpeper	\$7.44	\$7.64	93%
049	Cumberland	\$6.50	\$6.29	78%
051	Dickenson	\$6.39	\$6.07	70%
053	Dinwiddie	\$5.77	\$6.47	66%
057	Essex	\$6.69	\$6.59	53%
059	Fairfax/Falls Ch	\$8.73	\$8.73	76%
061	Fauquier	\$8.31	\$7.76	77%
063	Floyd	\$7.45	\$7.02	86%
065	Fluvanna	N/A	\$8.63	100%
067	Franklin County	\$6.25	\$6.64	64%
069	Frederick	\$7.18	\$7.31	50%
071	Giles	\$6.05	\$6.08	0%
073	Gloucester	\$6.15	\$6.04	82%
075	Goochland	\$4.59	\$6.12	100%
077	Grayson	\$6.03	\$6.42	67%
079	Greene	\$7.28	\$7.35	58%
081	Greensville/Empor	\$6.41	\$6.46	86%
083	Halifax	\$5.88	\$6.02	66%
085	Hanover	\$7.76	\$7.81	84%
087	Henrico	\$7.56	\$7.36	76%



LOCALITY		JUNE 2004	EMPLOYMENT STATUS For State Fiscal Year 2004	
Combined FIPS	Name	Average Wage	Average Wage	Employed After 90 Days From Start of First Job in the SFY
089	Henry/Martinsville	\$6.55	\$6.49	70%
091	Highland	N/A	N/A	N/A
093	Isle Of Wight	\$7.12	\$7.01	66%
095	James City	\$6.78	\$6.80	77%
097	King And Queen	\$6.92	\$6.80	100%
099	King George	\$8.03	\$7.49	64%
101	King William	\$6.64	\$6.92	57%
103	Lancaster	\$6.40	\$6.77	75%
105	Lee	\$5.27	\$5.34	73%
107	Loudoun	\$9.20	\$9.11	83%
109	Louisa	\$6.33	\$6.48	82%
111	Lunenburg	\$6.02	\$6.15	75%
113	Madison	\$7.25	\$7.21	47%
115	Mathews	\$6.30	\$6.73	75%
117	Mecklenburg	\$5.50	\$5.54	77%
119	Middlesex	\$6.08	\$6.76	82%
121	Montgomery	\$6.92	\$6.87	71%
125	Nelson	\$9.12	\$8.65	67%
127	New Kent	\$7.24	\$7.49	83%
131	Northampton	\$6.17	\$6.27	94%
133	Northumberland	\$7.17	\$6.82	60%
135	Nottoway	\$6.10	\$6.12	59%
137	Orange	\$7.59	\$7.30	71%
139	Page	\$7.06	\$7.14	68%
141	Patrick	\$5.29	\$5.44	75%
143	Pittsylvania	\$6.10	\$6.00	54%
145	Powhatan	\$5.64	\$6.61	50%
147	Prince Edward	\$5.87	\$6.01	65%
149	Prince George	\$5.68	\$6.53	83%
153	Prince William	\$8.95	\$8.87	75%
155	Pulaski	\$7.04	\$6.72	62%
157	Rappahannock	N/A	\$8.50	0%
159	Richmond County	\$4.25	\$6.48	67%
161	Roanoke County	\$6.86	\$6.73	74%
163	Rockbr/Buenv/Lex	\$7.18	\$6.60	67%
165	Rockingham/Hburg	\$5.98	\$5.93	70%
167	Russell	\$5.92	\$5.96	86%
169	Scott	N/A	\$6.38	0%
171	Shenandoah	\$5.85	\$5.80	76%
173	Smyth	\$6.01	\$6.33	70%
175	Southampton	\$8.48	\$7.68	74%
177	Spotsylvania	\$7.44	\$7.92	79%
179	Stafford	\$7.31	\$7.03	80%
181	Surry	\$6.96	\$7.15	68%

LOCALITY		JUNE 2004	EMPLOYMENT STATUS For State Fiscal Year 2004	
Combined FIPS	Name	Average Wage	Average Wage	Employed After 90 Days From Start of First Job in the SFY
183	Sussex	\$5.87	\$5.94	68%
185	Tazewell	\$6.27	\$6.35	84%
187	Warren	\$6.56	\$6.50	68%
191	Washington	\$7.26	\$6.90	73%
193	Westmoreland	\$5.77	\$5.81	71%
195	Wise	\$6.03	\$5.76	63%
197	Wythe	\$6.49	\$6.50	68%
199	York/Poquoson	\$8.86	\$8.68	74%
510	Alexandria	\$5.85	\$5.91	60%
520	Bristol	\$7.51	\$7.34	74%
540	Charlottesville	\$6.78	\$6.63	69%
550	Chesapeake	\$5.77	\$5.89	57%
590	Danville	\$6.20	\$6.27	84%
620	Franklin City	\$7.55	\$7.49	72%
630	Fredericksburg	\$6.22	\$6.01	83%
640	Galax	\$6.85	\$6.83	68%
650	Hampton	\$7.08	\$7.01	61%
670	Hopewell	\$6.24	\$6.45	68%
680	Lynchburg	\$6.03	\$6.04	73%
683	Manassas	\$8.71	\$8.81	82%
685	Manassas Park	\$7.41	\$7.41	N/A
700	Newport News	\$6.62	\$6.62	72%
710	Norfolk	\$6.63	\$6.52	74%
720	Norton	\$5.43	\$5.39	74%
730	Petersburg	\$7.00	\$6.88	65%
740	Portsmouth	\$6.60	\$6.61	76%
750	Radford	\$6.54	\$7.02	72%
760	Richmond City	\$7.08	\$7.09	73%
770	Roanoke City	\$6.75	\$6.79	58%
800	Suffolk	\$6.14	\$6.26	69%
810	Virginia Beach	\$6.89	\$6.86	72%
830	Williamsburg	\$7.13	\$7.06	71%
840	Winchester	\$7.21	\$7.10	63%
999	Statewide	\$6.89	\$6.89	71%

Source: Virginia Independence Program

**Table 3: Number of Total TANF Cases and Number Receiving Child Care, December 2003**

<b>FIPS</b>	<b>LOCALITY NAME</b>	<b>TANF Case Count 12/03</b>	<b>Count of TANF Cases receiving Child Care in 12/03</b>	<b>% of TANF Case Receiving Child Care</b>
001	Accomack	179	6	3%
003	Albemarle	125	11	9%
005	Alleghany/Covington/Clifton Forge	134	22	16%
007	Amelia	62	8	13%
009	Amherst	98	7	7%
011	Appomattox	85	6	7%
013	Arlington	301	38	13%
015	Augusta/Staunton/Waynesboro	430	52	12%
017	Bath	2	0	0%
019	Bedford Co./City	179	19	11%
021	Bland	23	2	9%
023	Botetourt	42	7	17%
025	Brunswick	137	21	15%
027	Buchanan	289	12	4%
029	Buckingham	106	6	6%
031	Campbell	247	28	11%
033	Caroline	118	10	8%
035	Carroll	148	17	11%
036	Charles City	22	0	0%
037	Charlotte	61	1	2%
041	Chesterfield/Colonial Hghts	773	125	16%
043	Clarke	23	2	9%
045	Craig	3	0	0%
047	Culpeper	120	15	13%
049	Cumberland	56	2	4%
051	Dickenson	142	4	3%
053	Dinwiddie	131	7	5%
057	Essex	81	2	2%
059	Fairfax Co./City/Falls Church	1228	239	19%
061	Fauquier	106	3	3%
063	Floyd	36	0	0%
065	Fluvanna	15	1	7%
067	Franklin Co.	169	18	11%
069	Frederick	51	4	8%
071	Giles	41	4	10%
073	Gloucester	75	19	25%
075	Goochland	22	1	5%
077	Grayson	74	3	4%
079	Greene	37	9	24%
081	Greensville/Emporia	107	11	10%
083	Halifax/South Boston	261	20	8%
085	Hanover	147	29	20%
087	Henrico	1142	238	21%
089	Henry/Martinsville	489	37	8%

<b>FIPS</b>	<b>LOCALITY NAME</b>	<b>TANF Case Count 12/03</b>	<b>Count of TANF Cases receiving Child Care in 12/03</b>	<b>% of TANF Case Receiving Child Care</b>
091	Highland	2	0	0%
093	Isle Of Wight	142	10	7%
095	James City	88	11	13%
097	King & Queen	26	0	0%
099	King George	32	7	22%
101	King William	40	5	13%
103	Lancaster	50	3	6%
105	Lee	331	25	8%
107	Loudoun	220	63	29%
109	Louisa	84	13	15%
111	Lunenburg	38	4	11%
113	Madison	27	2	7%
115	Mathews	22	2	9%
117	Mecklenburg	191	8	4%
119	Middlesex	38	3	8%
121	Montgomery	300	47	16%
125	Nelson	29	4	14%
127	New Kent	30	5	17%
131	Northampton	113	13	12%
133	Northumberland	40	3	8%
135	Nottoway	95	16	17%
137	Orange	77	13	17%
139	Page	48	4	8%
141	Patrick	112	18	16%
143	Pittsylvania	240	17	7%
145	Powhatan	25	2	8%
147	Prince Edward	98	6	6%
149	Prince George	88	7	8%
153	Prince William	1067	237	22%
155	Pulaski	177	11	6%
157	Rappahannock	2	0	0%
159	Richmond Co.	27	1	4%
161	Roanoke Co./Salem	249	37	15%
163	Rockbridge/B.V./Lexington	81	8	10%
165	Rockingham/Harrisonburg	248	38	15%
167	Russell	292	13	4%
169	Scott	178	1	1%
171	Shenandoah	36	3	8%
173	Smyth	147	12	8%
175	Southampton	98	6	6%
177	Spotsylvania	202	49	24%
179	Stafford	133	24	18%
181	Surry	26	5	19%
183	Sussex	75	9	12%
185	Tazewell	422	26	6%
187	Warren	101	16	16%
191	Washington	153	11	7%

<b>FIPS</b>	<b>LOCALITY NAME</b>	<b>TANF Case Count 12/03</b>	<b>Count of TANF Cases receiving Child Care in 12/03</b>	<b>% of TANF Case Receiving Child Care</b>
193	Westmoreland	97	3	3%
195	Wise	493	42	9%
197	Wythe	143	21	15%
199	York/Poquoson	78	13	17%
510	Alexandria	564	88	16%
520	Bristol	201	39	19%
540	Charlottesville	320	79	25%
550	Chesapeake	1035	180	17%
590	Danville	608	77	13%
620	Franklin	90	7	8%
630	Fredericksburg	128	17	13%
640	Galax	81	13	16%
650	Hampton	1245	154	12%
670	Hopewell	302	65	22%
680	Lynchburg	605	73	12%
683	Manassas	135	24	18%
685	Manassas Park	49	3	6%
700	Newport News	1639	204	12%
710	Norfolk	2402	347	14%
720	Norton	50	5	10%
730	Petersburg	583	65	11%
740	Portsmouth	1370	202	15%
750	Radford	67	12	18%
760	Richmond	3182	485	15%
770	Roanoke	1032	113	11%
800	Suffolk	500	48	10%
810	Virginia Beach	1195	239	20%
830	Williamsburg	23	8	35%
840	Winchester	70	13	19%

## APPENDIX D: DEFINITIONS FOR SERVICES

---

Below is the list of definitions in the same sequence as noted in the document (see *Services Requested*).

1. **Comprehensive Assessments** generally utilize one or more screening processes for both obvious and hidden conditions, may be done by VIEW staff in collaboration with other professionals, and may involve diagnostic evaluations from licensed or certified professionals (including psychologists and doctors) to determine specific impairments or issues. See Appendix E for a fuller discussion.

2. **Vocational Assessment and Vocational Evaluations**

*Providers are from DRS staff, and Certified Vocational Evaluators (CVE), are licensed vocational evaluators.*

**Vocational Assessment** is the process of gathering information on an individual's attainment, aptitudes, interests, learning style, and other relevant personal characteristics. The purpose in gathering this information may be to assist the individual in making sound judgments about their choice of, or progress in, employment, education, or training. This may include two complementary processes: Situational Assessment (item 3 below) and the more formal vocational evaluation.

A **Vocational Evaluation** is the formal process of gathering information on an individual's attainment, aptitudes, interests, learning style, and other relevant personal characteristics. For individuals without a work history, it may sometimes be more cost-effective to start with a situational assessment and then later do the more comprehensive vocational evaluation. This process will help to identify both assistive technology and accommodations needed for work.

3. **Situational Assessments**

*Providers are from DRS-approved providers who maintain certification from CARF -- Commission on the Accreditation of Rehabilitation Facilities.*

A comprehensive community-based evaluation of the individual's overall functioning in relation to the specific environment of an assigned job. The evaluation includes the job site, the community through which the person must travel to and from the job, and the people at the job site with whom the participant will interact. Situational assessment can be an effective tool to determine vocational interests and aptitudes of individuals with little work history. The process can also help identify and develop the supportive service strategies necessary for successful employment and is short term in nature.

4. **Medical Case Management**

*From individuals/organizations with such medical credentials as RN, certified rehabilitation provider (CRP), or certified disability management specialist (CDMS)*

Service provider conducts/facilitates obtaining an extensive educational, medical, and employment assessment, including information concerning the participant's medical and

behavioral health status, potential disabilities, work history and current employment situation, employment barriers, education and training history, career plans, work readiness and the appropriateness for vocational training, if required. The provider reviews medical evaluation forms with a treating physician to clarify the statements regarding a participant's inability to work and help to develop plans, if applicable, for entry into employment. Specialized diagnostic services are obtained as needed so that the client's situation is fully documented and those with disabilities are entitled to accommodations. If applicable, the provider obtains information on and/or determines the number of hours an individual can work and any limitation on the type and conditions of work that relate to the individual's disability. Follow-up services are provided to get needed services and, if appropriate, prepare for entry into employment. Medical Case Management services should be billed to Medicaid, if received by a client eligible for this program. See Appendix E under the topic of MedVIEW for more information.

**5. Interventions and/or Treatment** for substance abuse, mental health, physical disabilities, learning disabilities, etc.

This includes the broad array of treatment and intervention services that may be needed to help an individual overcome, manage, or accommodate identified and verified conditions that will help stabilize situations and permit individuals to participate more fully in employment activities and the workplace. Where impairments are most severe, chronic, etc. assistance may be provided to help the individual obtain SSI.

**6. Assistive technology and Other Accommodations**

*Determined by occupational therapist, rehabilitation counselor/engineer, speech and hearing specialist, psychologists usually for GED accommodations, others.*

This involves the identification and provision of assistive tools and devices when needed to increase, maintain, or improve functional capabilities of individuals with developmental disabilities and services related to the individual's acquisition and use of assistive technology devices. These tools could be computers, special software, tape recorders and many other devices. Other accommodations may relate to job redesign (so that the individual can perform the work and it also meets the employer's requirements), time allowed for the performance of work, type of work setting and other aspects that relate to an individual's ability to perform work. Accommodations may also be obtained for education that could include supports such as more exam time, private examination area, and use of tools.

**7. Soft-Skills Development**

This includes a wide-array of activities and services that help individuals prepare for entry into the workplace, build self-esteem, learn computer keyboarding skills, develop a resume, problem solving, dress for different work settings, etc. Individuals also acquire familiarity with general work place expectations, work behaviors, and attitudes. This may overlap with or be part of some other services such as intensive job readiness.

## **8. Independent Living Skills**

*May be from DRS-approved providers*

Deficits in non-vocational life areas may adversely affect an individual's ability to gain and/or maintain employment. This service involves the provision of one-to-one or group education and training in areas that assist an individual to live and participate as independently and effectively as possible in home, work, and community settings of choice. The services are generally provided in the environment in which the skills and abilities will be used, i.e., home and community settings.

Specific services may include education, skills training, assessment and instruction related to the use of assistive technology, and development and implementation of strategies and techniques that allow an individual to live and participate successfully in community settings. Areas targeted may include household and financial management, personal care/hygiene, coping and social skills, using transportation, and other similar skills and tasks. The services are usually provided on a short-term basis, with services gradually decreasing and the individual becomes more independent in carrying out the specific tasks or activities (similar to the provision of job coaching services).

## **9. Intensive Job Readiness**

This service may include workshops and seminars that focus on preparation for the workplace, resume development, work place expectations, work behaviors, and attitudes, and other areas noted under soft-skill development. The difference is in the intensity in terms of time required during the week and the duration of the program. These intensive programs are likely to be more structured as well. Some run from four to eight weeks and may involve as much as 30 to 35 hours per week. Some programs also integrate adult education within the program to address skills (reading, writing, or math) that may be needed for employment and/or to help individuals obtain their GED. In some cases, these activities facilitate a fuller identification of issues that could impede employment and access to needed services. Some programs have incorporated Workplace Essential Skills (WES) as the core curriculum; see Appendix E for more information on WES.

## **10. Work Adjustment Training**

*From DRS-approved providers who maintain CARF certification*

This is a formal training program designed to help individuals become "work-ready" and create viable short-term and long-term vocational development strategies. The duration will vary by program and by needs of participants. Individuals have opportunities to learn about work skills by experiencing daily work in one or more settings, possibly including some with earnings or stipends. Assistance may be provided to locate a job and/or support the person in the work setting. The services can help individuals:

- Learn the skills and expectations needed to work independently.
- Identify a vocational goal.
- Build self-confidence.
- Develop effective problem solving, communication, and coping skills.
- Improve relationships with supervisors and coworkers.



## **11. Job Skills Training**

A wide-range of training activities can be offered. Training offered should relate to technical skills and required knowledge specific to an occupational area in the labor market, job opportunities and, wherever possible, help individuals acquire skills that will serve them well for job retention and job advancement. Training may include opportunities that offer non-traditional careers for women. Employment Services Organizations (ESOs) may provide occupational skills training for specific jobs. Examples are computer training, retail skills training, janitorial services, landscape maintenance, and clerical training. Most ESO skills training programs benefit from the involvement of a local Business Advisory Council who assists in curriculum development, internship development, and assessments of individuals served.

## **12. GED and Basic Education**

Adult education includes programs and services to help individuals attain a GED (General Educational Development) and/or acquire basic skills for work. It may include the use of the pre-GED test to determine educational gaps and the diverse strategies to help individuals improve basic literacy skills and/or to master additional subjects and pass the GED. The adult education may occur in the regular classroom or in a flexible delivery system utilizing the workplace; it may be intensive and individualized. WES (see Appendix E) and *GED Connects* are two highly effective and free tools available to support educational initiatives.

The education can be aligned closely to specific occupational needs. Foundation skills (e.g., reading, math, writing, problem-solving, critical thinking, team building) may be tailored to the unique needs of a specific person's job or a workplace.

Reasonable accommodations, both formal and informal, should be available for TANF participants to enable their success with class work and in taking the GED. Accommodation for learning and other disabilities, in the class and on the job, allows each employee to perform to his or her full potential. Some of these are individualized accommodations in the curriculum, strategies to help the individual learn and apply coping strategies, modifications in testing (e.g., breaking up tests, privacy of test area, longer test time) and helping the individual obtain accommodations for GED testing. (Formal accommodations require certification of the disability by a psychologist and approval by Department of Education.)

See Bridges to Practice Model and WES in Appendix E.

## **13. Job Analysis** (may be part of vocational assessment or situational assessment)

This is a comparative evaluation of job-site assessment with individual data to determine a match on key factors consistent with an employment objective. The analysis will also be used to develop alternative strategies for such factors as job availability, transportation, motivation, physical skills, orientation and mobility, production rate, social skills, communications, work behavior skills, need for reinforcement, family supports, and financial considerations.

#### **14. Employer Outreach , Job Development and Expanding Access to Better Jobs**

This is an organized effort to create and/or locate employment opportunities for clients. DRS' Marketing Specialist and /or employer networks are sources for employer outreach and job development. For those with limited ability or some impairment, it may also involve fostering a special partnership with a specific business. Job development could also include creating new opportunities with a specific company or with a union (e.g., electrician's or bricklayer's union).

#### **15. Job Placement**

This service places specific participants in an unsubsidized or subsidized job and utilizes whatever relevant job opportunities have emerged from employer outreach and other job development activities. Job placement includes job-finding, job-matching, and placement of individuals, including consideration of allowable (documented) accommodations. Placement services may also include a job analysis (see item 13) for an individual and possibly redesigning the job for a specific individual so that the job is viable for an individual and the employer's needs are met.

#### **16. Job Coaching**

*From DRS-approved providers who maintain CARF certification.*

This involves the training of an employee by an **approved** specialist who uses structured intervention techniques to help the employee prepare for entry into a job and then actually perform tasks to the employer's specifications. Coaching also addresses the interpersonal skills necessary to be accepted as a worker at the job site. In addition to work preparation and job site training, job coaching includes related assessment, job development, counseling, advocacy, travel training and other services needed to provide initial support for employment. This service may extend for about three weeks or longer after employment and it may take place at the work site.

The job coach will provide highly intensive one-on-one training and guidance on or off the job, customized to the needs and barriers presented by each participant. Job coaches are usually utilized for teaching a specific job. They typically are used in cases of mental retardation, cognitive dysfunction, severe mental illness, or brain injuries. The supported employment model may utilize an employee or supervisor in the workplace who guides and trains a disabled individual when the job coach is not available or has "faded" from the scene over time. A family member or friend also may serve in that capacity.

#### **17. Enclave employment**

This service involves the use of an Employment Model that provides a group of clients with disabilities (often developmental disabilities) the opportunity to work in competitive employment in a host company. This group may be comprised of 6 to 8 workers who are supervised by a staff member of an Employment Services Organization and are covered under a Worker's Compensation Policy. They work under the guidelines of the host company. Quality control is highly stressed. While receiving the benefits of working in an

integrated work setting and being compensated for their work, they are developing greater skills for better jobs in the future.

## **18. Internships, Practicums, Work-study, Pre-Apprenticeships and Apprenticeships**

These are work activities that provide employment and training opportunities. Except for some apprenticeships, participants typically will be paid wages for these jobs, which will involve both an employer and training provider. The hours of work and training will vary, depending on the industry/employer, participant's skill level, and the needs of the program or trainer. More specifically, internships are usually for six months and with a business. Practicums are part of a student's curriculum, usually in community college or higher education and count as work activities under welfare reform policy.

Pre-apprenticeships are typically performed by one who is preparing to enter a trade and the formal apprenticeship program. Apprenticeships typically are performed by one who is beginning a trade or occupation and is bound by legal agreement to work for another for a specific amount of time in return for instruction in a trade, an art, or a business. The Department of Labor and Industry and the Apprenticeship Council oversee the apprenticeship programs in Virginia.

## **19. On-The-Job Training (OJT)**

This is a subsidized employment activity that provides training to acquire skills and knowledge needed for full and adequate job performance. OJT involves a contractual arrangement in which a public or private employer agrees to hire and train an individual. The employer receives reimbursement of an amount not to exceed an average of 50 percent of the participant's total wages. During this time the participant is an actual employee engaged in productive work and receiving wages and other employee benefits. OJT contracts usually last for six months or less depending on the amount of training needed, the participant's skill level, and the type of work.

In the Full Employment Program, TANF participants work for an employer and receive on-the-job training. The employer receives a \$300 per month stipend to reimburse their expenses for wages and training.

OJT is another example of a welfare and business partnership that enables the employer to be involved in the hiring and training of participants. This activity is suited to serve participants who need additional training and support to compete in the unsubsidized labor market, retain employment, and become qualified for future career advancement.

## **20. Supportive Services**

Services include child care, transportation, and other support services traditionally offered by VIEW that help individuals obtain and maintain employment. These may include equipment and tools, uniforms and other clothing, professional fees and licensing costs, and car repairs. Other areas for supportive assistance may include health care, housing, domestic violence intervention and services for children. (Note: Typically these costs will be covered by the

VIEW program. Child care cannot be included in sub-grant requests, except if related to another service.)

VIEW supportive services are available for up to one year after the end of cash assistance. Sub-grant funds can be used for supportive services for up to one additional year.

## **21. Job Follow-Up**

Services relate to monitoring an individual's success in the workplace, assessing job proficiencies and deficiencies, the need for additional skills, and identifying job retention issues at an early point so that a problem can be resolved.

## **22. Job "Follow Along"**

*From DRS-approved providers who maintain CARF certification*

This is long-term support for individuals in the employment setting for a period of one to two years, but in some cases (particularly those served by community services boards for the mentally ill and mentally retarded) the support may be life-long. This support service monitors the status of an individual in the work setting and helps the individual adapt to changes in terms of the functions to be performed and interpersonal skills necessary to continue to be accepted as a worker at the job site. The project should determine the length of time the individual will need this service and where they would be eligible for other funding, referrals should be made to those programs. This support may occur in a sheltered setting.

## **23. Transportation**

Diverse strategies are used to help TANF clients have a means of getting to job appointments and to their work site. Local agencies pay for the transportation required for clients to get to the job from VIEW funds. Clients continue to get transportation for up to 12 months following closure of their TANF case (i.e., cash assistance). During this time, local agencies may utilize and fund many modes of transportation that include but are not limited to:

- Door-to-door van service on demand (e.g., Richmond City Project)
- In some rural localities, agencies pay for daily taxi service so that TANF clients can reach employment site
- Bus tokens
- Purchase of cars
- General funding of local transportation systems.

## **24. SSI/SSDI Application Support**

This involves providing support to an individual for the application process for SSDI or SSI. For this sub-grant, the target population would be TANF clients (adults and children) who have significant disabilities and assessments (including diagnostic evaluations) and poor employment histories that would indicate SSI as an appropriate strategy.

## **APPENDIX E: SOME SERVICE MODELS**

---

Below are descriptions of identified “best practices” and service models that may be useful to consider in the development of a proposal. One or more may be incorporated into a proposal. Others models may also be considered.

1. Comprehensive screening and assessments
2. Intensive work readiness programs of at least a week to six weeks
3. “Bridges to Practice” projects (for learning disabilities and other disabilities)
4. Other Disability-focused programs
5. Training and education and Workplace Essential Skills
6. “MedVIEW” projects
7. Sectoral initiatives which target a specific industry or employment sector and link training, job placement, and post-employment services together to develop a pipeline of qualified workers who advance in their careers
8. Contextual learning initiatives that teach basic skills and workplace skills in an integrated work-learning model
9. Post-Employment “service packages”
10. Pay-for-performance job development, placement, and retention contracts

### **1. COMPREHENSIVE SCREENING AND ASSESSMENT**

Comprehensive screening and assessments are critical to identify and assist TANF clients with significant issues, preferably before entering the workplace but also during the post-employment period as needed. These processes help to identify issues, many “hidden”, that may impact on employment and indicate more effectively employment strengths and appropriate interventions to support employment. Results of both screening and assessment (including diagnostic evaluations) can be used to develop a comprehensive case plan that helps individuals get needed services and accommodations to overcome issues impeding employment.

Many issues are often “unobserved” by local DSS staff not trained and knowledgeable in a specific field. These fields include learning disabilities, substance abuse, mental health issues, moderate mental retardation, low educational levels, attention deficit and hyperactivity disorder, medical (physical) problems, other disabilities, domestic violence and other areas.

The purpose of screening is not to make specific diagnoses of problems, but rather to begin to identify possible factors that may impede employment so that referrals to appropriate clinicians can be made. Screening may be conducted at TANF intake or VIEW intake. It should normally involve the use of easily administered and inexpensive screening tools.

The purpose of assessment is to obtain an in-depth, comprehensive, and often multi-disciplinary diagnosis. It should provide more accurate information with which a diagnosis can be made and may suggest remediation and intervention strategies. It may also include utilization of a psychologist for diagnostic evaluations and certification of disabilities for individuals who may be legally entitled to accommodations in education and the workplace.

Screening and assessment have value not only for VIEW participants but others on TANF who are ultimately headed to VIEW. They can benefit from early identification of barriers and the provision of needed services and interventions so that they become more job-ready by the time of entry into the employment program.

**Sources:** A few of the LDSSs using a more comprehensive screening and assessment process include: New River Group (Pulaski) which has developed a tool for use by VIEW staff and system of referrals for diagnostic work, Charlottesville/Albemarle which has an expanded assessment for VIEW staff's use and a clinician as part of the team, the Coalfield which uses a licensed social worker for the full assessment, Virginia Beach and Portsmouth which use a clinician for part of the population (potential mental health/substance abuse issues). In addition, Spotsylvania, Fairfax, Pulaski, and the Coalfield have made extensive use of psychologists for diagnostic work that has greatly enhanced the assessment process.

## **2. INTENSIVE WORK READINESS PROGRAMS**

Many LDSSs have established intensive work readiness programs of at least a week to six weeks, possibly full-time. Most address self-esteem and motivational issues, develops some computer skills, prepares individuals for work in terms of work goals and resumes, provides a short work trial, and enhances educational level or specific job-required skills (e.g., reading, math). Some of these programs have used the Workplace Essential Skills (WES) program.<sup>3</sup> Hampton has developed its own curriculum called FastForward. Below are some examples of these initiatives.

**Pulaski's *Job Readiness / Job Retention and Workplace Essential Skills System***, in partnership with the New River Community College, implemented a job readiness and job retention circuit. Job readiness classes were held the first two weeks of each month at two different locations to make them more accessible. Job retention classes were held for graduates of the job readiness classes who found employment. These classes were held in the evening, and childcare and transportation were provided. Typically, at least one job retention class was held each month for the more populated location, and one every other month at the Dublin location. The project utilized WES for the program.

**The Coalfield's *Working Partners for Success***, in collaboration with Adult Education, utilized WES in their implementation of two-week work readiness programs.

**Spotsylvania's *Workplace Essential Skills***, a partnership with Adult Education, provided participants (mostly those without a high school diploma or GED) to equip them with the necessary skills and credentials for the workplace. The six-week structured program involved participants in activities for 27 or more hours per week, Monday through Friday. The program covered basic academic skills, GED preparation, computer skills training, and job preparation. While highly structured, it also permitted individuals to work at a pace consistent with skills and abilities. Needed diagnostic and treatment interventions were integrated during the six weeks, including accommodations for learning disabilities and other disabilities. In the context of addressing education and work issues, clients revealed other needs that were subsequently

---

<sup>3</sup> The State of Virginia purchased from Kentucky PBS a five-year license for the video and internet-based systems of WES and GED Connects.

addressed by project staff and partners. Many clients advanced their educational level by obtaining a GED or the basic skills required for work. After getting a GED, some enrolled in the community college system and secured employment.

**Harrisonburg/Rockingham's *Lives Improved through Networking Community Services (LINCS)***, is a partnership with Technical Associates of Rockingham County (TARC), an employment services and education company. The project offers a structured education program oriented toward employment. TANF/VIEW staff refers TANF clients to the project where they are placed in pre-employment activities like job search, work essential skills training and orientation to the work culture. Pre-employment training is structured around WES and included basic computer skills. Pre-GED tutorial courses and intense "mock" job interviews are part of the program. Clients spent about 10 hours per week on job readiness activities and 20 hours per week on job search. Support services help the VIEW client retain and advance in his/her job.

**Henrico's *Learning Access and Employment Program (LEAP)***, in partnership with Henrico Adult Education, offers an eight-week structured educational and work readiness program that prepares individuals for employment. The target population is TANF clients exempt from VIEW who had been identified through pre-screening and assessment processes and are willing to participate. The project pays for child care, transportation, and offers incentives to encourage attendance. Participants also receive case management to access other needed services. The program has been expanded, with VIEW funds, to serve some of the VIEW population.

**Hampton's *FastForward*** is a three-part program for VIEW clients focused first on preparation for employment. The initial curriculum runs eight weeks and focuses on personal management skills such as goal setting and managing time, money and information. Also included are discussions on healthy living, career preparation, and preparing children for a successful future. Intermediate and advanced learning seminars follow. The intermediate curriculum has been completed and is being introduced currently. Hampton has developed an expansive support network for clients with local partners. Customers are offered, in addition to employment services, parenting classes, home and car ownership preparation, developmental screening for infants and toddlers, mother read/father read classes, family violence services and substance abuse and mental health services.

### **3. "BRIDGES TO PRACTICE": ADDRESSING LEARNING DISABILITIES AND OTHER DISABILITIES**

Bridges Programs have resulted in the early identification, diagnosis, accommodations and on-going follow-up for TANF clients with a learning disability or other disability. While Bridges initially focused on learning disabilities, LDSS efforts have expanded this model to address many different disabilities, including other cognitive impairments, mental health issues, ADHD and others.

Adults with diagnosed or undiagnosed learning disabilities (LD) will have difficulty obtaining, keeping and enhancing employment. Based on national research, it is estimated that over 40% of the TANF population may have a learning disability. *Bridges to Practice* is a research-based tool-kit designed to support systemic change in the provision of services to adults with LD. Given the potential prevalence of LD in this population, core partners (DRS, LDSSs, Adult

Education, and ESOs) have collaborated on strategies to address these needs. Some workforce investment boards have been active in supporting Bridges.

*Bridges* contains detailed and easy-to-use information including:

- Definitions of LD and a description of their manifestations;
- Selection and implementation of appropriate screening tools;
- Provision of professional development to ensure consumers with learning disabilities receive appropriate and effective services;
- Legal implications of serving adults with learning disabilities;
- Best instructional practices for adults with learning disabilities;
- Selection and implementation of appropriate and good fitting educational and employment accommodations;
- Development and implementation of appropriate community linkages.

Bridges programs in Virginia have enhanced the national model with the inclusion of other disabilities and the emphasis on employment-focused strategies and employment outcomes. Projects have developed a continuum of services that supports consumer choice and self-advocacy, and includes screening, identifying (diagnosing) and accommodating learning disabilities. Programs have included the following service strategies:

- Screening of all VIEW clients for a learning disability (sometimes all TANF clients) with the Washington screening tool which is simple to use and “screens in” other disabilities (particularly other cognitive impairments that need to be addressed too.)
- Diagnostic and consultative services of a psychologist, including review of case materials, including previous evaluations; participation in team meetings; and consultation regarding clients’ needs; case staffing, consultation with the client, and reports with guidance for employment and needed documentation for accommodations related to education and/or employment.
- Individualized education services for individuals that relate to employment.
- Specialized employment services that could include Coping Skills and Social Skills services that empower individuals to advocate for self and/or prepare them for the employment setting and possibly workplace support services.

Sources: LDSSs for Arlington, Alexandria, Fairfax, Spotsylvania area, Henrico, the Coalfield, New River (Pulaski).

#### **4. OTHER DISABILITY-FOCUSED PROGRAMS**

In addition to Bridges, many DRS offices, rehabilitative service providers and LDSSs have developed new strategies to serve TANF clients and offer a wide array of specialized employment and other services to improve employment outcomes. These initiatives have involved close collaboration and melding of expertise. Employment Service Organizations, which are part of DRS’ service network, have been key partners in offering more intensive



services to TANF clients. While these initiatives have focused on individuals with disabilities, the model and its services are also relevant for individuals who face multiple issues. Below are some of the diverse but related approaches utilized:

- Co-location of personnel to facilitate referrals and joint intake
- Dedicated and/or expedited DRS service/staff for vocational counseling, evaluations and case services
- Specialized and more intensive services, including greater use of situational assessments
- DRS' use of concurrent or overlapping activities rather than sequential sequencing of services
- DRS' consideration of the TANF client's first and second job as work adjustment thereby preventing premature closure of a DRS case and permitting the provision of needed services

Other strategies that support the service delivery process are: joint information sessions so all partners under different roles, responsibilities and rules; joint training; case planning or staffing, and new outreach efforts. Once an individual is determined eligible for DRS services and a vocational plan is written, consideration could be given to both DRS and the LDSS using this as the core service plan.

Many LDSSs across Virginia have begun to build DRS-TANF partnerships. To engage their expertise at the level needed for TANF clients with disabilities has required systems change in terms of the referral, case planning and service delivery processes. It has also required additional resources from DRS and/or its network of service providers. Changes have included:

- Improvements in LDSS' and their vendors' methods of screening clients for potential disabilities and obtaining diagnostic reports, including documentation of needed accommodations.
- Enhancements in the use of psychologists, psychiatrists, doctors, and others for diagnostic evaluations. The purposes of these evaluations are to determine if there is a disability and its significance and effect on employment; identify recommended interventions; obtain documentation of the disability or disabilities and applicable documentation for work and education accommodations; access services from DRS; and, if applicable, seek SSI for those with the most significant disabilities.
- Method of determining services required by an individual for pre and post employment.
- Method of monitoring case management, service delivery, and follow-through on recommended interventions.
- Method of monitoring employment and providing employment supports.
- Method of provision of SSI advocacy services (as a first step toward employment) when indicated by diagnosis.

Sources: The following LDSSs have made extensive use of this model: Charlottesville, Arlington, Alexandria, Richmond Area, the Coalfield, Roanoke County, Norfolk, Virginia Beach, and Frederick/Winchester.

Other information that may be helpful to consider, based on national experience are:

**Community Workplace Supports:** This model is normally targeted to individuals who fail to find employment through work first, families nearing the time limit, and individuals with a suspected or diagnosed disability. It is highly structured and involves closely supervised job search, placement assistance, and job follow-up services. It may include peer support and uses graduated stress. Placements typically are in competitive jobs that pay at least minimum wage and are located in the individual's community. Job placement decisions take into account the client's preferences and capabilities, but do not require prevocational training or related work experience. The model has been especially effective for harder-to-employ segments of the target group: older women (ages 36 to 44) and those who had no work experience. Since this is a costly model because of the high degree of case management involved (especially when substance abuse or mental health treatment services are factored in), it may be cost-effective, on a limited basis, for individual clients with multiple and difficult barriers to employment.

**Mental Health Services and Supported Employment:** Many welfare clients have mental health difficulties, and the illness poses serious obstacles to productive employment. Treatment is essential to stabilize their situation and facilitate participation in the labor force. In Virginia's DRS-TANF projects, about 36 percent of the TANF clients served had mental health-related disabilities as their primary disability. Mental health services combined with employment services can be effective in helping individuals gain and keep jobs. Research on mental health patients involved in supported employment shows that, when compared with clients with mental health problems who do not work or work minimally, clients with mental health problems, who engage in competitive work, show improvements in self-esteem and are in control of their symptoms. The following commitments by the service provider were predictive of better employment outcomes:

- The use of competitive employment as an attainable goal for clients with severe mental illness and putting their rehabilitation services resources to this approach rather than to day-treatment or sheltered work.
- The use of a rapid job search approach to help clients obtain jobs directly, rather than providing lengthy pre-employment assessment, training, and counseling.
- The use of job placements that were in accordance with client preferences, strengths, and work experiences.
- The indefinite use of follow-along supports.
- Close integration of supported work and the mental health treatment team.

**Mental Retardation and Supported Employment:** Some welfare clients have mental retardation that affects their ability to obtain and keep employment. The extent of this condition

within the TANF population has not been well documented. However, Virginia's DRS-TANF projects show that about 10 percent of the clients served in these projects had mental retardation as their primary disability. Effective strategies include referrals to the local community service boards (CSBs) and DRS, along with enhanced case management and supported employment until participants can become more functional. Some individuals may need job follow-along services for an extended period. Effective strategies, many defined in Appendix D, include:

- ***Workplace Supports and Supported Employment Model***– Placing the hard-to-serve participant in a supported work environment will, in most cases, entail work activity at the employer's location. The additional support will include a job coach who works directly with the client.
- ***Job Shadowing or Situational Assessment***– The vocational counselor or job coach takes someone to an employment site to determine whether the individual likes and/or can perform the work. This is usually a short-term assignment of one day to a week that will allow the participant to watch or participate in the job.
- ***Transitional Employment*** – This employment offers a series of temporary job placements in competitive employment in integrated (i.e., "mainstreamed") work settings with ongoing support services on or off-site. Transitional employment is for individuals with the most significant disabilities, including mental illness. Support is provided through continuing sequential job placements until job permanency is achieved.

Where full-time employment may not be feasible, some of these recipients with mental retardation may meet the criteria for Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI). They are candidates for associated case management and advocacy services to assist them with the application process.

## **5. TRAINING AND EDUCATION AND WORKPLACE ESSENTIAL SKILLS**

Identification and remediation of adult low basic skills is a critical issue for many TANF clients. Partnerships with local adult education programs can provide valuable resources to VDSS staff and TANF recipients. Across Virginia, LDSSs and adult education and/or community colleges have developed collaborative projects to implement the Workplace Essential Skills (WES) curriculum to enhance educational levels and prepare individuals for particular jobs.

Virginia's initiatives related to education for TANF clients have involved diverse partners, and all have sought to blend education with work to meet TANF policy requirements. Most utilized WES within their projects, a new multi-media instructional package that is designed for pre-GED (sixth to eighth grade reading level) adults that can be easily used with welfare clients who lack a favorable work history.<sup>4</sup> WES teaches basic skills in reading, writing, communication and math in a workplace context, as well as skills related to strategies and attitudes necessary to find, keep and succeed in a job. Projects have also used GED Connection, another flexible multimedia instructional series featuring the skills and knowledge needed to prepare for and pass the newly revised GED exam. Both systems have video programs (which may be broadcast by public television), student workbooks, and a web-based site with Internet learning activities, quizzes, full length learning modules, and (practice) tests.

---

<sup>4</sup> The State of Virginia purchased from Kentucky PBS a five-year license for the video and internet-based systems of WES and GED Connects

**Spotsylvania** has used the WES curriculum to offer not only a more comprehensive and structured job readiness training, but also to improve the educational level of TANF clients. Other Hard-to-Serve projects also used WES for structured work readiness programs. See the description in Item 2 above. Close integration of education and employment strategies served to engage and maintain participation in classes, as well as facilitate access to and participation in other services. Spotsylvania has had notable success in helping individuals pass the GED and has now extended this initiative to the remainder of the planning district.

**Louisa's TEAMWORKS**, a partnership with Piedmont Virginia Community College, has offered a structured educational program (based on input from employers of TANF clients) and has given special focus to job retention of TANF clients. Staff has delivered training to improve the clients' educational and job skills, utilizing WES and GED preparation activities; developed retention and career development plans that addressed (and helped alleviate) personal, family, and job-related barriers to success on the job; and, if needed, provided case management to help TANF employees solve short-term problems. The project has tested clients before and after interventions to determine if positive gains were made in their educational performance.

**Harrisonburg/Rockingham** (described in Item 2), Louisa, and Spotsylvania have education professionals as project leaders. They have incorporated diverse tools for measuring the educational level and skills of TANF clients. The results of these tests have guided the development of the service plan and the client's activities in the program.

**More on WES:** This is a multimedia educational system created by PBS *LiteracyLink* for adults with pre-GED level skills. WES is targeted to welfare recipients who lack basic skills and who face tremendous barriers in today's workplace. To help produce marketable workers, WES lessons are high-interest and authentic. They are presented in the context of the workplace using a combination of real business settings, actual employers and employees, and actors. Possible collaborative activities using WES include the use for:

- Initial job readiness workshops;
- Mastery of specific skills such as reading and math as required for a specific job;
- Accommodated learning for some (but not all) learning disabilities;
- Preparation for moving into a GED program; and
- Continuation of education following employment, including education at the work-site.

Other activities could include:

- WES materials being broadcast on local PBS channels and cable outlets for job readiness training;
- Web-based materials to supplement participation in local adult education classes; and
- Video and printed materials with fiber optic delivery of workplace survival training.

The three integrated WES components include: 25 video programs, 4 workbooks, and 24 web-based lesson units, which can be used in the following ways:

- **In teacher/trainer-directed situations** to provide an employment-based multi-media curriculum resource for traditional classroom-based approaches.
- **In independent, learner-directed situations** such as learning labs or clients' homes. Working at their own speed, students can watch videotapes or the broadcast series and use the web-based lessons without a teacher.
- **As a distance learning option.** The WES web-based system enables a single instructor to manage a group of students who are separated by distance. Instructors and students interact via the web-based component enabling clients more flexibility to develop their basic and employment skills around their work schedules and family responsibilities by studying at home or in the workplace.

A five-year state license enables public educational entities to make copies of the videotapes, broadcast the series through local networks, and register students free on the on-line system. WES lessons and video clips are available at [http://litlink5.pbs.org/litlearner/about\\_wes.html](http://litlink5.pbs.org/litlearner/about_wes.html).

## 6. MEDVIEW

This program provides medical case management. (See definition under Appendix D), including expanded medical, vocational, and behavioral intervention services to assist medically challenged TANF recipients. The term "medically challenged" comprises several different groups: the temporarily medically exempt, medically limited VIEW mandatory, and the permanently disabled. The purpose of the interventions is to help TANF recipients overcome health barriers (physical and mental) and enter significant employment, or obtain SSI, SSDI, and/or other potential income sources when employment is not a viable goal.

The services focus on a full assessment of the medical condition and, whenever appropriate, assist the medically challenged to become self-supporting. Service activities build on the participant's existing strengths, skills, and capacities, working with the individual around the primary barriers interfering with finding and keeping employment. The overall goal is to help recipients become employment-ready in as short a time as possible. Although the primary service focuses on physical and mental health remediation and finding employment, other barriers interfering with the individual's ability to enter employment are also addressed. If employment is not feasible in the long-term for an individual, the program evaluates and, if needed, supports the individual in obtaining SSI.

Intensive case management may be offered to engage clients' full participation, obtain case-specific services, and provide needed supportive services throughout the process that help individuals succeed in health and employment goals. There may be medical treatment follow-up and follow-through. The former relates to services arranged to educate individuals concerning their medical condition and the treatment regimen advocated by the individual's physician, while the latter covers supportive services, mentoring, and individual or group counseling to assist and encourage the participant's recovery and to monitor progress. This process may include a team staffing and, wherever feasible, collaborative/joint intake with DRS and/or employment service organizations so that individuals can receive services from these agencies. It may also involve the necessary support and advocacy required for a client's application for SSI/SSDI.

Sources: The following LDSS have MedVIEW programs: Harrisonburg/Rockingham, Roanoke City area, Richmond City, the Coalfield, Norfolk, and Suffolk.

## **7. SECTORAL INITIATIVES**

A targeting high-wage job strategy, Sectoral Employment Intervention identifies well-paying jobs in growth sectors that lack trained workers, determines the wage needed by a worker to sustain her/his family (using the Self-Sufficiency Standard) and analyzes the job training and support services infrastructure necessary to move these individuals into these jobs.

Key components include engaging industry representatives, targeting training for specific jobs, and developing sensible outcome standards. Because this approach looks at labor market issues from both supply and demand perspectives, it helps communities strengthen their local economies while reinvesting in families and neighborhoods.

- Targeted training is necessary to help low-income clients access high-demand, high-wage jobs.
- Workforce development boards should establish and fund occupational information systems based on local- and regional-labor-market-specific data from which to select high-wage, high-demand jobs.

By responding to business' specific labor needs, a high-wage job targeting strategy will improve a region's ability to attract and keep industries and to support a more thriving business climate.

Sources for this information have been taken from the Website:

<http://www.6strategies.com/sixstrategies/targetingsect.cfm>

Please go to this site for examples in the nation and more information. The Aspen Institute is another source.

Examples may be “high tech” programs or “blue tech” programs. Metro Tech is one example of a sector project that is in Virginia. CTC, Inc. offers Information Technology (IT) training and employment opportunities as one of the local sponsors of the Metro Tech project. The Metro Tech project is funded by a sub-grant from the U.S. Department of Labor and is designed to address the demands of IT employers in the Washington, DC, Maryland and Virginia region. Unemployed participants with IT experience may qualify for referral to employers who are seeking to fill current vacancies. Employers with available positions may interview potential job candidates and select them for training that will lead to employment. Metro Tech is also available to work with employers in the bio-technology field. For more information, see their website: <http://www.metrotechitjobs.com/index.asp>.

## **8. CONTEXTUAL LEARNING INITIATIVES**

These initiatives teach basic skills and workplace skills in an integrated work-learning model which teaches in using the workplace as the primary learning lab. The intent is to reduce the time required for individuals with low basic skills to develop the skills needed to qualify for quality jobs in occupations and industry settings with long-term growth potential.

Contextual learning strategies could be used to develop basic literacy skills in conjunction with the development of vocational skills, and strategies to develop such skills with limited-English-speaking populations. See [www.doleta.gov](http://www.doleta.gov) and do a search for contextual learning.

See Appendix D for related services: Internships, etc. and On-the-Job Training.

## **9. POST-EMPLOYMENT “SERVICE PACKAGES”**

This involves pulling together a set of services that may include one or more of the following: job coaching/mentoring, retention bonuses (employers and/or employees), transportation assistance, skills training, and child care.

## **10. PAY-FOR-PERFORMANCE JOB DEVELOPMENT, PLACEMENT, AND RETENTION CONTRACTS**

DRS has utilized a pay-for-performance system that has been used by some of the rehabilitative service providers. Payments may be set at a negotiated fixed base rate at the time an individual is placed into competitive employment at minimum wage or above, including all special features of the vendor’s services which strengthen or enhance the basic services. There may also be a supplemental payment related to incentives and possibly related to disability status.

## APPENDIX F: DEPARTMENT OF REHABILITATIVE SERVICES' VENDOR LIST

---

Given its long history and its network of providers in delivering services to individuals with disabilities, DRS, its field offices and service provider network are invaluable to welfare reform efforts at the State and local levels. These organizations offer many specialized services not normally provided by local social service agencies. Some of the services are described in Appendices D and E. Below is the DRS Web Site with listing of resources that may be valuable partners in offering services to TANF clients, many of whom have disabilities.

**DRS Web Site:** <http://www.vadrs.org>

Access ESO Information: On the DRS Web Site homepage, go to the first paragraph which starts with **Employment**. Within that paragraph click on Employment Services Organizations (ESOs). This will take you to the ESO Interactive Directory for all DRS regions. You have several options to identify vendors and get information.

- You can select the organization you will be working with and click on Info. This will give you a contact name, address, phone number, e-mail address, services and rates. There is usually a link to the organization's website as well.
- At the top of the page you can click on "Interactive Map" and then click on your location on the map, the name of your locality and then you can see vendors which serve your area. This will give you contact persons. By clicking on information, you can see the services and rates.
- The top of the page also gives a search by employment type.

Access CIL Information: On the DRS Web Site homepage, click on the second paragraph, **Community Living**. This will take you to the Centers for Independent Living page. Click on either the "Listing of CILs" (located in the paragraph under the map) or on the map itself. Both will take you to the CIL listing.

Access the Behavioral Health Provider Directory: This directory includes Psychologists, Licensed Professional Counselors, Licensed Clinical Social Workers, and Psychiatrists. It can be found by clicking the **Site Index** on the left menu column of the DRS web-page. Scroll down to **Employment Services**, and click on **Temporary Assistance to Needy Families**. Click next on **Services, and scroll down to Behavioral and Mental Health Services Providers**. Click here and access providers statewide.

All rates for Behavioral Health are determined by level of licensure. These rates, services, and testing instruments can be found in the Services Reference Manual, on the TANF Services page: Click on Services Reference Manual, then scroll down to Behavioral Health Services and Rates.



## **APPENDIX G: TANF REQUIREMENTS**

---

### **I. PROGRAM OBJECTIVES**

The State receives TANF funding in the form of a block grant from the United States Department of Health and Human Services (HHS). The State must use the TANF block grant funds to meet at least one of the four objectives stated in the federal TANF law. The objectives of TANF are to:

- (1) provide assistance to needy families;
- (2) end dependence of needy parents by promoting job preparation, work, and marriage;
- (3) prevent and reduce out-of-wedlock pregnancies; and
- (4) encourage the formation and maintenance of two-parent families.

### **II. SOURCE OF GOVERNING REQUIREMENTS**

TANF was established by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) (Public Law 104-193), which amended Title IV-A of the Social Security Act. Additional amendments were enacted in the Balanced Budget Act of 1997. The federal law regarding TANF can be found in the U.S. Code at 42 USC 601-619.

Program regulations were published in the April 12, 1999 Federal Register (45 CFR Part 260, et al.) The Internet site for the federal regulations is [www.acf.dhhs.gov/programs/ofa/finalru.htm](http://www.acf.dhhs.gov/programs/ofa/finalru.htm). In addition, the U. S. Department of Health and Human Services has published a TANF guide, "Helping Families Achieve Self-Sufficiency: A Guide on Funding Services for Children and Families Through the TANF Program." It is available on the Internet at [www.acf.dhhs.gov/programs/ofa/funds2.htm](http://www.acf.dhhs.gov/programs/ofa/funds2.htm).

TANF is subject to the A-102 Common Rule ([www.whitehouse.gov/omb/circulars/a102/a102.html](http://www.whitehouse.gov/omb/circulars/a102/a102.html)) and OMB Circular A-87 ([www.whitehouse.gov/omb/circulars/a087/a087-all.html](http://www.whitehouse.gov/omb/circulars/a087/a087-all.html)).

Any program or activity that receives TANF block grant funds is subject to: the Age Discrimination Act of 1975, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1964. There shall be no discrimination based on race, color, religion, sex, national origin, marital, parental, birth status, or disability by State or local agencies in the administration of any public assistance program.

### **III. COMPLIANCE REQUIREMENTS**

#### **A. Activities Allowed**

1. Funds may be used in any manner to achieve the purposes of the program.

2. Funds may be used for programs to prevent and reduce the number of out-of-wedlock pregnancies, including programs that provide education and training on the problem of statutory rape.
3. Funds may be used to provide employment placement services to individuals receiving assistance under TANF.
4. Funds may be used to fund individual development accounts established for individuals eligible to receive assistance under TANF.
5. A State may contract with charitable, religious and private organizations to provide administrative and programmatic services.
6. There must be an income limit (resource limit optional) for services provided under purposes 1 and 2 of TANF. This income limit can be up to 200% of the federal poverty limit.
7. Information collected on families receiving services funded by TANF is protected as specified in the Virginia Privacy Protection Act of 1976 (*Code of Virginia* 2.1-377-389).

B. Activities Not Allowed

Funds may not be used for juvenile justice activities.

Funds may not be used to provide medical services other than pre-pregnancy family planning services. Note: The Department's "Maintenance of Effort" funds (state funds matching the federal TANF funds) will be used to cover any required medical costs not covered by other sources.

Funds may not be used for sectarian worship, instruction, or proselytization.

Funds may not be used for purposes 1, 2, and 4 of TANF if the family does not include a minor child, i.e., a pregnant individual; or an individual less than 18 years old, or, if a full-time secondary school student, less than 19 years old, who resides with the family.

IV. ASSISTANCE VERSUS NON-ASSISTANCE

The funds being allocated by grant contract cannot be used for "assistance" unless specifically permitted by the Secretary of Health and Human Resources. Generally, assistance refers to cash benefits and non-assistance refers to the provisions of services.

The definition of "assistance" provided with TANF federal funds is of particular importance because the major TANF program requirements (e.g., work requirements, time limits on Federal assistance, assignment of rights to child support, and data reporting) apply only to families receiving "assistance." The definition of assistance can be found at 45 CFR 260.31 ([www.acf.dhhs.gov/programs/ofa/finalru.htm](http://www.acf.dhhs.gov/programs/ofa/finalru.htm)).

In the federal TANF regulations, assistance includes payments directed at ongoing, basic needs.

Assistance excludes non-recurrent, short-term benefits designed to deal with individual crisis situations rather than ongoing need. These benefits cannot provide for needs that extend beyond four months. The definition of assistance also excludes child care, transportation and supports provided to employed families, individual development account (IDA) benefits, refundable earned income tax credits, work subsidies to employers, and services such as education and training, case management, job search, and counseling.

## V. FINANCIAL PENALTIES

- Use of federal funds in violation of the Act results in financial penalties. The single audit conducted under the Single Audit Act, supplemented by other related audits, reviews, and data sources will help identify violations.
- Any use of funds that violates the provisions of the Act, section 115(a)(1) of PRWORA, the provisions of 45 CFR part 92 or OMB Circular A-87 will be considered to be a misuse of funds.
- Misuse of funds will be considered intentional if there is supporting documentation, such as federal guidance or policy instructions, indicating that federal TANF funds could not be used for that purpose.